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| This document does not replace the Australian Curriculum - Language (Auslan). It is important to note that examples provided are not prescriptive or exhaustive, they are provided as a guide only for how teachers may use the Sally & Possum resource in their classroom. Teachers should use this resources in conjunction with an approved curriculum. For information on Auslan vocabulary see:  Johnston, T. (1998) Signs of Australia: A new dictionary of Auslan *(the sign language of the Australian Deaf Community).* [Auslan signbank](http://www.auslan.org.au/) <http://www.auslan.org.au/> |

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| **Purpose** | Sally & Possum was developed primarily to support children who are profoundly deaf or hard of hearing to learn literacy and numeracy. This document offers teaching and learning opportunities in the context of the Australian Curriculum for the Auslan Language as a guide for using the Sally and Possum television series to support relationships with, and between children in the classroom. It is important to recognise that this is not a tool to teach Auslan under the Australian Curriculum, and rather complements the Australian Curriculum. |
| **Australian Curriculum** | **Australian Curriculum: Languages - Strands and Sub-strands (Auslan)** |
| **Communicating**   * Socialising * Informing * Creating * Translating * Identity * Reflecting |
| **Understanding**   * Systems of language * Language variation and change * Language awareness * Role of language and culture |

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| **TEACHING AND LEARNING OPPORTUNITIES**  **THE FOLLOWING ELABORATES ON THE CONTENT DESCRIPTIONS OF THE AUSTRALIAN CURRICULUM - AUSLAN LANGUAGE TO GUIDE TEACHING AND LEARNING OPPORTUNITIES** | **SALLY AND POSSUM EPISODE**  **\*where content specific** | **LANGUAGE ACTIVITY SUGGESTIONS**  **\*Please use in conjunction with the episode summaries to make sure the learning outcomes are age appropriate** |
| **COMMUNICATING** | | |
| **SOCIALISING** | | |
| * Using greetings and farewells:   HELLO, GOOD-MORNING, HOW-ARE-YOU?, NICE-MEET, SEE-LATER, GOODBYE   * Using pleasantries:   THANK YOU, SORRY, HELP, GREAT, WELL DONE. | All | * Use of Auslan throughout the day for all greetings and pleasantries. * Children take turns to be designated to use Auslan when greeting peers and teachers as they enter/exit the classroom * Students pick a word card (greeting, pleasantry, name etc.) out of bag and whenever they use that word throughout the session/day they are required to use the Auslan sign/fingerspelling without voice * Have two sets of the same word/sign cards. Each student picks a card and, using Auslan alone, finds their partner who has the matching Auslan sign/word. |
| * Introducing self, referring to self, classmates, friends and family by fingerspelling name and/or using sign name \*When a word is fingerspelt, it is glossed by using a capital letter and a hyphen between each letter. | **Season 5, Episode 2**  ‘Possum meets the neighbour’- Sally introduces Possum to their neighbour Neville which she fingerspells \*N-E-V-I-L-L-E. Neville explains that people call him Skip which he fingerspells S-K-I-P and then shows them his sign name ‘Skip’. Sally explains to Possum the background to Skip’s sign name | * Fingerspell names when marking the school roll . * Fingerspelling the alphabet, sight words, spelling words. * Fingerspelling initial letter of names.   br+htf  e.g. Auslan: WHO NAME START P WHO   * English: Whose name starts with the letter ‘p’? * Students are given a letter of the alphabet each and using fingerspelling alone, arrange themselves in alphabetical order. |
| * Asking and answering simple questions (including yes/no questions) about family, friends, pets, routines etc.   e.g. WHO, WHAT, WHEN, WHERE, WHY, br  Auslan: PRO-2 DOG HAVE YOU PRO2?  English: Do you have a dog? | **Season 5, Episode 5**  ‘Possum skips breakfast’- Sally asks Possum many questions to try and identify why he isn’t as excited as he usually is. | * Who am I? – name of a classmate, animal, character etc. is written on the board behind the student. Student asks questions to identify who they are * Mystery object - a student chooses an object, picture or writes down a word on a piece of paper and puts it in a bag. Classmates have to ask questions to identify the object e.g. stationery item, clothing, sports equipment, animal, food, colour, shape etc. |
| * Describing self, people, characters or objects such as: physical appearance, facial expressions, emotions, actions, characteristics etc. | **Season 3, Episode 4**  ‘Kangaroo in the back paddock’- Possum describes the strange animal he can see from the top of his tree: BIG-FEET, SMALL-ARMS, LONG-TAIL, JUMP. | * Guess who? - students describe classmates, friends, families or characters from books e.g. hair colour, gender, clothing, likes, skills etc. * Using visuals such as photographs or pictures from books, students describe the characters, actions, setting etc. * Students describe and answer questions about their families e.g. number of siblings, birth order, favourite past time etc. |
| * Expressing and responding to likes and dislikes   bf  e.g. Auslan: WHAT POSS-2 FAVOURITE SPORT WHAT?  English: What is your favourite sport? |  | * Stand up/sit down - students stand up/sit down in response to questions asked about their likes/dislikes using Auslan * Using Auslan, students survey their classmates on their likes and dislikes e.g. food, colours, sports, subject etc. |
| * Expressing and identifying feelings and emotions using lexicalised signs together with Non-Manual Features (NMF) (includes movements of the eyes, head and body, facial expression, mouthing and mouth gestures). |  | * Use of an emotions chart for students to describe how they are feeling * e.g. Auslan: PRO-1 HAPPY English: I’m happy * Students identify the emotions of characters in books * e.g. Auslan: PRO-3 SCARE English: He’s scared * When viewing Sally and Possum episodes, have students identify and replicate Possum’s range of facial expressions and emotions * Using visuals of a cause and effect scenario (photographs, pictures) have students identify the characters emotions, demonstrate the matching facial features and identify the cause. |
| * Interacting using appropriate turn-taking language and strategies   e.g. MY-TURN, YOUR-TURN, FIRST, NEXT, AFTER, WAIT, ONE-MORE, FINISH, WIN/LOST, GOOD GAME. | **Season 4, Episode 12**  ‘Careful Possum’- turn taking when playing giant game of Jenga. | * Students engage in role play scenarios using Auslan alone e.g. asking to join a game, inviting a peer to join in a game, sharing a toy, playing a game * Students in pairs and small groups play simple card games, dice games, manipulatives games etc. using Auslan alone. |
| * Participate in signing songs and using Auslan in games that involve the use of repeated signs, phrases, expressions etc. |  | * ‘Old MacDonald had a farm…’ * ‘If you’re happy and you know it…’ * ‘I went to the market and I bought…’ * ‘I spy with my little eye something…’ * ‘What’s the time Mr Wolf?’ |
| * Playing games using Auslan. | **Season 2, Episode 2**  ‘Getting sorted’- Possum and Sally play ‘snap’. | * Card games with pictures e.g. Go Fish, Memory, BINGO, Snap * Relay race - students are divided into two teams and race to identify the sign/fingerspelt word * Auslan whispers - divide the class into even groups. Each group stands in line facing the board. The first person in each line turns around and watches the teacher sign one word/one sign/a phrase or fingerspell a word. They turn and tap the next person in line on the shoulder and reproduce the word/sign/phrase/fingerspelling. This is repeated until the last person in line views the word/sign/phrase/fingerspelling and reproduces it which is then compared to the original message * Hopscotch * Emotions charades - in teams, a student picks an emotions card and role plays the emotion using facial expressions and non-manual features. The team receives a point when they are able to identify the correct emotion portrayed. * Who am I? * Mystery object * Guess who? |
| * Participate in collaborative tasks that involve selecting, exchanging or classifying objects by attributes such as shape, colour or number * Classifying. |  | * Categories - in teams, students list all the signs they know within the identified category e.g. food, transport, animals, verbs, emotions etc. * Handshape categories - in teams, students list as many signs as they know that use the identified handshape * ‘I have who has?’ - develop card games using cards of pairs e.g. things that go together: pen and paper, knife and fork, opposites: up and down, fast and slow e.g.   br bf  Auslan: PRO-1 KNIFE HAVE FORK WHO HAVE?’  English: I have the knife, who has the fork? |
| * Following instructions/directions by locating or moving items, game pieces etc. | **Season 2, Episode 15**  ‘The treasure hunt’ | * Barrier games e.g. Guess who?, Battleships * Simon says - verb vocabulary e.g. walk, run, jump etc. * Treasure map - directions given in Auslan for moving around the classroom or outdoor to find the ‘treasure’ * Obstacle course * ‘Search and find’- students are given clues to locate a hidden object. E.g. the bear is hiding somewhere that would freeze water. * ‘Hot and cold’- students search for objects by responding to the declarations COLD(er), WARM(er), HOT(ter). |
| * Classroom routines and activities.. |  | * Using Auslan for transitions, morning greeting, roll call, obtaining equipment for tasks/subjects, dismissal etc. * Recognising and using fingerspelled names for: roll call, alphabet, sight words, spelling words etc. |
| * Following instructions for class routines |  | * Teachers provide instructions for transitions and routines using Auslan   e.g. Auslan: DS:LINE UP PLEASE  English: Line up, please.  A: STOP WATCH-me  E: Stop and eyes on me.  A:PRO-2 NEED WHAT BUOY (1) BOOK BUOY(2) PENCIL  E: You will need to get your book and a pencil. |
| * Asking for help or permission. |  | * Students are encouraged to use Auslan to request help for activities   e.g. Auslan: PLEASE HELP-me PLEASE?  English: Can you help me please?  A: PLEASE SHARE PLEASE?  E: Can you please share with me?  A: MY-TURN PLEASE?  E: Can I have a turn please? |
| * Gaining attention in appropriate ways. |  | * Students observe and note the appropriate ways attention is gained, for example: * eye gazing * waving * tapping on the shoulder * tapping the table/wooden floor * using NMF such as focused eye gaze, head nod (hn) to show affirmative (yes) and head shake (hs) to show negation e.g. NOT * face to face communication * eye contact * flashing the lights (to gain attention, signal completion/transition time). |
| * Using voice-off when possible when signing. |  | * Identifying particular activities, times of the day dedicated for voice-off e.g. morning greeting, transitions, obtaining equipment etc. |
| * Positioning seating to keep visual communication clear. |  | * Positioning students in a circle for collaborative carpet time so all faces are visible * Positioning students in a horseshoe when activity is more teacher centred * Teacher to ensure they do not talk whilst their back is turned on the class such as when writing on the board * Desks configured in groups of four to five with students facing each other (not in rows) to allow clear visual communication pathways to all. |
| * Using visual applause to show enjoyment and commendation. |  | * Discuss, model and observe the Deaf protocol of the visual applause (hands at shoulder height twisting at the wrists). |

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| **COMMUNICATING** | | |
| **INFORMING** | | |
| * Retelling and responding to key points of signed information. |  | * Class messages: identifying activity, day, time etc. * Directions and instructions. |
| * Identifying and applying specific information in Auslan texts to complete guided tasks and action-based activities. |  | * Identifying the properties: colour, number, size, shape * Colouring-in task * Craft activities * Using math manipulatives e.g. obtaining collections (number) patterning (colour, size, shape), sorting (colour, size, shape) etc. |
| * Gathering information from peers about topics and recording key information. | **Season 3, Episode 11**  ‘The football’- Possum and Sally identify the attributes of different balls and complete a table. | * Survey classmates on favourite colour, foods, toys, games, hobbies, pets, sports, family members etc. e.g.   br+htf  A: HOW-MANY BROTHER-SISTER HAVE HOW-MANY?  E: How many brothers and sisters do you have?   * Collecting information on the attributes of items such as colour, number, size or shape. |
| * Identifying and categorising signs according to handshape.. |  | * Given a list of words or photographs of signs, students group them according to handshape * Handshape categories - in teams, students list as many signs as they know that use the identified handshape * Handshape dice - students roll a pocket dice (with handshape photographs) and think of a sign using that handshape. |
| * Describing an object, animal or person using familiar lexical adjectives such as RED, TALL, SMALL. | **Season 3, Episode 11**  ‘The football’- Possum and Sally identify the attributes of different balls and record on a table. | * Given words, objects, pictures etc. students describe the colour, size, shape, weight, texture etc * Describing and using lexical adjectives and depicting signs (DS):   Size and Shape Specifier (SASS)  Auslan: DS: Ball(hs)-BALL-BIG  English: A big ball.  Handling signs  Auslan: DS:Cup(hs)-CUP-POUR-OUT  English: Pour out from the cup  Movement  Auslan:DS:1(hs)PERSON-MOVE-FORWARD  English: A person is walking forwards.  signing comparatives and superlatives e.g.  Auslan: BIG  English: big \_\_\_\_\_\_\_\_\_pc  Auslan: BIG + hands moving apart further  English: bigger  pc  Auslan: BIG + hands moving apart further + intensification  English: biggest   * Mystery item - given a topic e.g. animal, sports equipment, toy etc. a student chooses an object/item within the given category and peers have to ask questions to identify the specific object/item e.g. br+htf   Auslan: POSS-2 ANIMAL TALL?  English: Is your animal tall? |
| * Contributing to digital presentations such as class video, slide show with video snippets etc. | **Season 6, Episode 15**  ‘The surprise party’- video clips of students describing their relationships with their friends  **Season 6 Episode 5**  ‘The butterfly’- life cycle of the butterfly. | * Students make digital presentations using Auslan, for example: * description of their family members * weather report * sharing personal experiences in Auslan   e.g. A sign associated with topics under investigation in other curriculum areas e.g. shapes, Australian animals, healthy foods, life cycles etc. |
| * Labelling objects and learning resources in the classroom with pictures of signs. | **Season 4, Episode 14**  ‘Bees and Honey’- life cycle of a bee. | * Students print and label stationery, books, wall charts, equipment, furniture, learning areas etc. including the written English form and a visual of the Auslan sign using photographs or photocopying students handshapes executing the signs for each item * Students make a poster/diagram/wall chart using photos of students executing the required signs e.g. class rules, class routine, life cycle of a bee. |
| * Recounting a personal experience. |  | * Students give an account of their lunch time activity, weekend, holiday etc. using Auslan, describing the WHO, WHAT, WHEN, WHERE, WHY and HOW * Sequencing events using time marker vocabulary: FIRST, NEXT, AFTER, LAST etc. * Recounting experiences, such as class excursion, special event, holiday sequencing events through the use of familiar signs, gestures and photos. |
| * Reporting aspects of their daily routines using modelled signs and visual prompts. |  | * Students report daily routines using Auslan, for example: * type of transport to school * morning routine * lunch box items * extra-curricular activities * weekly timetable etc. |
| * Sequencing points of signed information needed to complete an action-based activity * Demonstrating a simple procedure using list buoys and related sign vocabulary to demonstrate the different steps. | **Season 5, Episode 5**  ‘Possum skips breakfast’- in the opening scene Possum uses a list buoy to list what he needs to do in the garden. | * Students give sequences of instructions and directions using Auslan, for example: * treasure hunt clues * equipment required for a task * cooking activity * craft activity * routine * Use of time marker vocabulary: FIRST, NEXT, AFTER, LAST * Use of list buoys e.g. Auslan: BUOY(1): NEED W-E-E-D DS: Fist(hs)-PULL-OUT   English: First, I need to pull out the weeds.  A:BUOY(2): S-O-I-L DS: Spread(hs)-CULTIVATE-THE-SOIL  E: I need to cultivate the soil.  A:BUOY(3): WATER DS: Soon(hs)-WATER  E: and then I need to water it. |

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| **COMMUNICATING** | | |
| **CREATING** | | |
| * Viewing live or recorded signed narratives * Retelling and re-enacting the narrative using Auslan. |  | * Students view and retell narratives using Auslan, for example: * nursery rhymes * fairy tales * picture books * repetitive texts * Auslan translation of National Simultaneous Storytime books * Retelling with focus on a particular facet e.g. facial expression, depicting signs, role shift etc. * Students retell by drawing the sequence of events |
| * Engaging in imaginative play |  | * Students interact with a signing puppet * Use Auslan in imaginative responses to stimuli (object or topic) e.g. getting ready for school * Include use of gesture, mime, Auslan, handshapes, handling, movement, facial expression, role shift etc. in imaginative play |
| * Viewing and responding to Deaf Arts |  | * Students research, view and respond to Deaf Arts, for example: * visual art by Deaf artists * Deaf poetry * Deaf theatre * Deaf photographers * Deaf History and Culture * Deaf stories of Aboriginal and Torres Strait Islander culture e.g. The rainbow serpent * song lyrics translated using Auslan * Deaf actors e.g. Marlee Matlin, Millicent Simmonds, Nyle DiMarco etc. * Responding by discussing: the emotions evoked, the message, the audience, the characters etc. |
| * Use iconic signs to create variations to actions of familiar nursery rhymes |  | * Students:  1. identify a nursery rhyme 2. brainstorm variations to the actions in the nursery rhyme 3. choose a variant and using Auslan enact nursery rhyme variation e.g. ‘Incy Wincy spider ‘hopped’ up the water spout’ |
| * Change elements of favourite narratives to create new versions |  | * Students:  1. identify a familiar narrative 2. brainstorm alternatives for different elements 3. choose an element to substitute and re-enact the narrative variation using mime, gesture, signs, facial expression etc. e.g. ‘Brown Bear, Brown Bear’ = ‘Purple Possum, Purple Possum’ |
| * Experimenting with facial features to match different emotional expressions * Exploring emotions through NMFs * Interacting with imaginary characters using lexical and non-lexical signs and NMFs to express emotions |  | * In pairs, students play ‘mirror, mirror’ whereby they replicate the emotional expressions enacted by their partner * Re-enacting a familiar scenario and modifying the emotional portrayal each time, for example from fear to excitement to anger |
| * Depicting the movement of people, animals or means of transport by using handshapes in creative ways. |  | * Students interact with concrete items or pictures and experiment with the common depicting signs used for portraying the movement of the characters and objects * Varieties of Depicting Signs (DS) include:   Size and Shape Specifier (SASS)  Auslan: DS: Ball(hs)-BALL-BIG  English: A big ball.  Handling signs  Auslan: DS: Cup(hs)-CUP-POUR-OUT  English: Pour out from the cup  Movement  Auslan:DS:1(hs)PERSON-MOVE-FORWARD  English: A person is walking forwards. |
| * Creating amusing sequences of signs using a fixed handshap |  | * Create handshape or number stories, for example using the ‘Point’ handshape:   br  Auslan: PRO-2 THINK PRO-1 SHY?  English: Do you think I’m shy? |
| * Using gestures, mime and modelled signs to create short skits that convey emotions and behaviours | **Season 5, Episode 13**  ‘Moving school’- Sally and Possum are in Skip’s ‘crow’s nest’ and role play they are in a boat at sea  **Season 4 Episode 12**  ‘Careful Possum’- Possum and Sally perform a short skit as the characters ‘The Queen’ and ‘Sir Possum’ | * Students portray characters of familiar stories and nursery rhymes using mime, gesture, sign, actions and emotions |
| * Enacting the movements and characteristics of particular animals through the use of constructed action | **Season 3, Episode 4**  ‘Kangaroos in the back paddock’- Possum describes the features and movements of an ‘unknown’ animal (kangaroo) | * Portray the movements and characteristics of animals |

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| **COMMUNICATING** | | |
| **TRANSLATING** | | |
| * Identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet | **Season 6, Episode 13**  ‘Possum spells’- Sally and Possum use fingerspelling to link Auslan with the written English words: Possum and Sally. Sally talks about English words being made up of letters which is different to Auslan  **Season 4, Episode 12**  ‘Careful Possum’- Possum keeps a notebook of drawings and words  **Season 5 Episode 13**  ‘Moving school’- using Auslan and English  **Season 5, Episode 14**  ‘Push comes to shove’- Possum labels the force (push/pull) used to affect house hold equipment e.g. doors | * Students view examples from Sally and Possum episodes that demonstrate translating Auslan words to written English using fingerspelling |
| * Comparing and contrasting the iconicity of some simple signs in terms of their similarity to the object/referent, and consider how these may help with translation between languages |  | * Students brainstorm iconic signs e.g. DRINK, CAR * Discuss how iconic signs can be universally understood between other sign languages and other spoken languages |
| * Translating and explaining to family and friends the meaning and use of simple signs and expressions |  | * For example:   DOG - flat palm taps thigh twice. Sign is iconic of the common gesture used to ‘call’ dogs  CAT- pinching out from the cheeks twice iconic of the cat’s whiskers  BIRD- open and close thumb and pointer hand at nose iconic for the bird’s beak |
| * Comparing Auslan expressions used in everyday interactions such as greetings with equivalent English expressions |  | * Modelling Auslan expressions and discussing English translations e.g.   Auslan: SEE LATER  English: See you later  br+htf  Auslan: HEALTH^GOOD  English: How are you?  \* deconstructing compound signs to their individual signs e.g.  NICE^MEET= Nice to meet you |
| * Label familiar objects and classroom items with the written English word together with an image of the Auslan sign | **Season 4, Episode 14**  ‘Bees and Honey’- lifecycle of a bee | * Have students create alphabet cards/bunting including the letter, object and fingerspelling image (photograph or photocopy of students hands executing the fingerspelling) * Print and label stationery, books, wall charts, equipment, furniture, learning areas etc. including the written English form and a visual of the Auslan sign using photographs or photocopying students handshapes executing the signs for each item * Students make a poster/diagram/wall chart using photos of students executing the required signs e.g. class rules, class routine, life cycle of a bee * Make a family tree using photographs of students family members, captioning and labelling in English with image of corresponding Auslan signs |
| * Create handshape and/or Auslan sign vocabulary dictionaries |  | * Students view Trevor Johnston’s Signs of Australia: A new dictionary of Auslan (the sign language of the Australian Deaf community). (1998) to observe how signs are categorised by handshape * Students develop simple handshape dictionaries using handshape images(e.g. photocopies of handshapes or photographs) to represent the sign including the English captions e.g. Flat hand - FISH, SCHOOL, HAT * Making own bilingual picture dictionaries with English labels, images of signs and simple descriptions of signs |
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| **COMMUNICATING** | | |
| **IDENTITY** | | |
| * Describing themselves and their family * Describing themselves as belonging to their family and to social groups such as their class or Deaf community |  | * Identifying and describing themselves and their family e.g. number of people in the family, siblings, family tree etc. * Students create simple digital presentations representing the relationships when identifying themselves as belonging to a family, class or peer group |
| * Identifying and describing physical markers among Deaf/deaf and hard of hearing peers and adults e.g. use of hearing devices |  | * Discussing physical features and markers of all students e.g. birth marks, tall, glasses, hearing devices etc. and there irrelevance to someone’s personality and abilities * Identifying use of assistive hearing devices worn by some Deaf/deaf and hard of hearing peers and adults e.g. hearing aids, cochlear implants etc. * Discussing that the use of or lack of use of assistive hearing devices does not indicate communication preference but is a combination of hearing loss, technology, auditory access, culture, family, school and identity and thus it is always necessary to ask and not assume communication preference   **Game play**   * Guess who? - students write down three physical features that describe themselves. The teacher reads/signs them and the class tries to identify who it is |
| * Exploring concepts of difference and sameness e.g. between hearing, Deaf/deaf and hard of hearing * Examining that Deaf/deaf and hard of hearing persons should not have limitations on access, experiences, or expectations based on their ability, or lack of ability to hear |  | * Expressing own communication preferences and investigating and considering the communication preferences of Deaf/deaf and hard of hearing peers and adults e.g. Auslan, spoken language in combination with Auslan, access to lip patterns, English etc. * exploring renowned identities who are Deaf/deaf and hard of hearing e.g. explorers, inventors, activists, actors etc. * guided discussion to aid understanding of Deaf identity encompassing: * hearing loss - Deaf/deaf and hard of hearing * assistive hearing device - hearing aid, Bone conductor aid, Bone Anchored Hearing ­­­­Aid (BAHA), cochlear Implant, FM system, no device   \*it should not be assumed that the use of assistive hearing devices provides auditory access to spoken language. They may be employed even if they only provide access for environmental sound awareness e.g. for safety purposes   * language/communication choice: Auslan, fingerspelling, spoken language in combination with Auslan, lip reading, auditory-oral, English, written English etc.   \*communication choice varies due to hearing loss, technology, access, culture, family, school, identity etc.   * environmental/accessibility - family language and support, school language etc. * social grouping- Deaf community, hearing community or both * age e.g. older generations signed using fingerspelling alone * sign names - may be fingerspelt, initial letter or sign name depending on age/era/community etc.   \* sign name is bestowed upon individual by a Deaf person and may be based on a physical characteristic, personality trait, habit, interest or profession etc.   * culture and ethnicity e.g. Aboriginal and Torres Strait Islander etc. * audism - discrimination or prejudice based on a person’s ability, or lack of ability, to hear. |
| * Understanding of membership of social groupings: Deaf community, hearing community or both |  | * Discussing that membership to the Deaf community irrespective of hearing loss, assistive hearing devices, accessibility, language/communication choice, age, culture, ethnicity etc. For example, a hearing person may identify with the Deaf community because they are a Child of Deaf Adults (CODA) and have been involved with the Deaf community growing up |
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| **COMMUNICATING** | | |
| **REFLECTING** | | |
| * Comparing the languages Auslan and English deaf | **Season 2, Episode 10**  ‘The large box’- Jay uses gesture and follows Deaf protocols when interacting with Possum  **Season 3**,  All episodes Sally and Possum’s doorbells activate flashing lights to signal there is someone at their door  **Season 3**, **Episode 5**  ‘Possum’s classroom’- Sally and Possum use Auslan and fingerspelling to link to the written English words: Possum, school, hat and bag  Jay uses gesture and follows Deaf protocols when interacting with Sally and Possum- visiting a hearing family’s house compared to visiting a Deaf family’s house e.g. knocking on the door Vs flashing light doorbell  Use of interpreter in the classroom  **Season 3, Episode 11**  ‘The football’- tables with pictures and written words used e.g. size, colour etc.  **Season 4, Episode 12**  ‘Careful Possum’- Possum asks Sally to label his drawing of a spoon. Sally fingerspells ‘S-P-O-O-N’ before writing the word  **Season 4, Episode 3**  ‘Crossing the road’  **Season 4, Episode 4** - ‘The Kayak’ - Jay uses gesture and follows Deaf protocols when interacting with Possum and Sally. Sally uses depicting signs to communicate with Jay  **Season 5, Episode 13**  ‘Moving School’- Sally and Possum use fingerspelling to link Auslan to the written English words  **Season 5, Episode 14**  ‘Push comes to shove’- Sally and Possum use fingerspelling to link Auslan to the written English words ‘push/pull’, ‘open/close’  **Season 6, Episode 14**  ‘Possum spells’- Sally and Possum use fingerspelling to link Auslan with the written English words: Possum and Sally. Sally talks about English words being different to Auslan and made up of letters | * Discussing the similarities and differences of Auslan and English, such as:   English   * spoken and written form * smallest units being sounds and letters of the alphabet Auslan * visual language * no written form \*GLOSSING is only used for academic purposes not to be introduced to primary school aged children * signs can be analysed in terms of Handshape, Orientation, Location, Movement and Non-manual features (Expression) (HOLME) * gesture and mime * bridging Auslan to English e.g. fingerspelling * phonological fingerspelling - a non-auditory phonological representation of the patterns within written words to aid decoding (such as graphemes e.g. “ough” and morphological patterns e.g. “pre”, “ing” etc.). |
| * Comparing aspects of the lives of signing children and those of non-signing children | **Season 3, Episode 4**  ‘Kangaroos in the back paddock’ - Sally has a conversation with Possum while he is at the top of his tree  **Season 5, Episode 2**  ‘Possum meets the neighbour’ - Sally’s neighbour Neville (Skip) is working on Sally’s roof. Possum clapped his hands to get Neville’s attention. Sally explained that Neville is Deaf and he uses Auslan  **Season 5, Episode 5**  ‘Possum skips breakfast’- Skip arrives at Sally’s yard and tries to get Possum’s attention who is at the top of his tree. Skip has to wait until Possum notices him and makes eye contact  **Season 6, Episode 7**  ‘The amazing egg beater’ - Skip tells Possum to ‘hold’ until he has finished his task. Auslan requires attending and maintaining eye-contact  **Season 6, Episode 1**  ‘The magnifying glass’- Possum waits until Skip has finished his task so that he can attend to what Possum is saying and his hands are available to use to sign with  **Season 6, Episode 12**  ‘The clock’- Possum holds the clock when Sally signs and gives the clock to Sally to hold when he signs | * Discussing Deaf culture protocols, including: * responding to and gaining attention by waving or tapping a shoulder, table or wooden floor * greeting by waving: Hello, Hi everyone, Bye * face to face communication * maintaining eye contact * two handed signing * visual access to mouth patterns * facial expression * talk at a normal pace - not fast or slow * applaud by waving in the air instead of clapping * use of flashing lights to alert e.g. door bell, smoke alarm, mobile phone * sensing vibrations to alert e.g. tapping on a table, preference of wooden floor, mobile phone on vibrate * use of glass surfaces to aid visual access e.g. glass doors to see who is at the door * face to face technology to allow for use of Auslan e.g. face time, messenger, video interpreting etc. * space between signers to allow visual access to the signing space - hands, face, head to chest areas * signing over distance * topic - asking lots of questions before moving on to the next topic * stories can be written in English to be preserved for generations * Auslan (similar to Aboriginal and Torres Strait Islander cultures) historically relied on native users to pass down stories through the generations and community * with technological advances, videos can now be used to document and preserve Auslan for future generations * investigating difference and sameness through role play * gaining attention of hearing peer compared to deaf/hard of hearing peer * communicating with hearing Vs deaf/hard of hearing person e.g. shouting over distance is not appropriate Vs signing over distance is culturally accepted, gesture, mime, pointing, modelling, visuals, written communication etc. * visiting a hearing family’s house compared to visiting a Deaf family’s house e.g. knocking on the door Vs flashing light doorbell * calling a friend, making appointments, calling emergency services e.g. using the telephone Vs relay service * modifying games that use auditory cues to include Deaf/hard of hearing populations, for example: * Games that require the addition of a visual prompt to alert children to the next step e.g. * Musical chairs - find a chair when the light flashes * Statues - freeze when the ribbon/flag stops moving * Games that require a differentiated physical prompt to alert children to the next step e.g. * Duck, duck, goose - tap on different location of the body * Heads down, thumbs up - physical prompt required for Deaf/deaf and hard of hearing to be made aware its guessing time |

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| **TEACHING AND LEARNING OPPORTUNITIES**  **THE FOLLOWING ELABORATES ON THE CONTENT DESCRIPTIONS OF THE AUSTRALIAN CURRICULUM - AUSLAN LANGUAGE TO GUIDE TEACHING AND LEARNING OPPORTUNITIES** | **SALLY AND POSSUM EPISODE**  **\*where content specific** | **LANGUAGE ACTIVITY SUGGESTIONS**  **\*Please use in conjunction with the episode summaries to make sure the learning outcomes are age appropriate** |
| **UNDERSTANDING** | | |
| **SYSTEMS OF LANGUAGE** | | |
| * Identify the handshape of individual signs and signs that are made with a particular handshape, for example SOCCER (hs:Fist) * Understanding that signs can be organised by handshape, for example in Johnston’s Signs of Australia: A new dictionary of Auslan (the sign language of the Australian Deaf community). (1998) * Recognising that signs are categorised by the handshape at the start of a sign |  | * Examine individual signs and identify the handshape * From a list of signs, pictures or photographs of signs, students categorise them into groups based on handshape * Take photos/images of common handshapes * e.g. Spread (5), Flat (B), Good (A), Fist (S), Cup (C), Point (1) to use for activities and games e.g. make a handshape dice with visuals of handshapes, students roll the dice and think of a sign that is made using that handshape * while viewing a scene/episode of Sally and Possum, students are given a handshape to watch for, recording the signs made with that particular handshape * Manipulating handshapes - using gloves filled with sand or playdough, students mould to make handshapes of signs or fingerspelling letters * Handshape prints - students paint their hands and position them in the handshape of signs and imprint on to paper * Handshape stencils - students position hands into handshape of signs, trace and cut around |
| * Recognising major types of path movements, for example, THROUGH (forwards) or FULL (down to up) |  | * Students examine path movements of signs e.g. GROWTH of tomato (upwards), GROWTH of carrot (downwards) * Students explore how a change of path movement can a) alter the meaning of a sign (but related) e.g. CAR Vs DRIVE b) express an unrelated sign e.g. FATHER Vs FRIDAY |
| * Understanding that how sounds in English are combined together to make words, signs are analysed in terms of the parameters of sign production: Handshape, Orientation, Location, Movement and Non-manual features (Expression) (HOLME) which are combined together to make sign |  | * Students examine individual signs and identify the: Handshape, Orientation, Location, Movement and Non-manual features (where applicable) (HOLME)   e.g. Possum’s favourite toy is a soccer ball. The sign SOCCER would be analysed as, Handshape: Fist  Orientation: palm of fist towards the signer  Location: forehead  Movement: toward forehead, contact and bounce off (like a soccer ball)  NMF: not applicable   * Given sets of two signs, students identify the similarities and differences based on Handshape, Orientation, Location, Movement and Expression (HOLME) |
| * Recognise that some signs are iconic, linking to the appearance of a referent, for example, HOUSE, TREE, DRINK, ELEPHANT, and that some are not, such as SISTER, WHY, SIMPLE |  | * Brainstorm iconic signs e.g. drink, food, kangaroo * Discuss how iconic signs can be universally understood between other sign languages and other spoken languages * Given a list, pictures or photographs of signs, students examine and classify if signs are iconic or not * Students mime a scenario while their peers identify the gestures that were performed that are also recognised Auslan signs demonstrating the occurrence of iconic signs |
| * Describing the range of signing space in normal signed discourse |  | * Discussing the range of signing space e.g. head, torso and neutral signing space where the hands and arms can move and make contact with the body and each other easily and naturally * Students demonstrate their understanding of the signing space by taking a photograph of a peer framing the range of signing space * Using an outline of a person, students place words, pictures, photographs of signs on the location they are executed at * Given a list of words, pictures or photographs of signs, students identify the location that signs are executed in e.g. head, eyes, mouth, torso, neutral signing space. |
| * Noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for age (5-YEARS OLD), adverbs of time (3-WEEKS-AGO) and pronouns (WE3, WE4) |  | * Students engage in activities to practise signs with numeral incorporation, such as: * time: ‘What’s the time Mr Wolf?’ * age: surveying peers in the class on their age and the age of their siblings etc. * adverbs of time: using a calendar of school events, holidays etc. students answer questions about the occurrence of events e.g.   Auslan: WHEN SPORT DAY WHEN?  English: When is the sports day?   * pronouns: Simon Says - have students organise themselves into groups as directed by Auslan pronouns using specific numbers of referents, for example, WE2 (inclusive) and WE3 (inclusive) or WE2-NOT-INCLUDING-YOU (exclusive). |
| * Comparing and contrasting Auslan and English pronouns, noticing that Auslan pronouns don’t show gender but they can show locations and a specific number of referents, for example, WE2 (inclusive) and WE3 (inclusive) or WE2-NOT INCLUDING-YOU (exclusive) |  | * Auslan pronouns e.g.   PRO-1 I, me first person pronoun  PRO-2 you second person pronoun  PRO-3 he/him, third person pronoun  she/her, it  e.g. Auslan:PRO-3 J-A-Y  English: He’s Jay.   * Simon Says - have students organise themselves into groups as directed by Auslan pronouns using specific numbers of referents, for example, WE2 (inclusive) and WE3 (inclusive) or WE2-NOT-INCLUDING-YOU (exclusive). |
| * Noticing that modifying the beginning and end locations of some verbs can show the referents involved e.g. Auslan:PRO-1 ASK PRO-3 versus PRO-1 ASK-her versus PRO-3 ASK-me |  | * Have students use sign alone to direct peers in describing relationships and enacting upon the relationship e.g.   Auslan: BOOK PRO-2 GIVE PRO-3  English: Give the book to her. |
| * Identifying what sorts of things can be represented in a depicting sign (DS) by a particular handshape, for example, point can mean a person or a tree or pole. |  | * Students take photographs of the common handshapes used for depicting signs e.g. Point handshape, Flat handshape, Fist handshape, Eight handshape, Cup handshape * Students interact with concrete items, such as balls, stationary, toys etc. to analyse their size and shape (SASS), how they are held and used (handling) and how they move (movement) in order to ascertain what handshape would be most suitable to use as a depicting sign * Given a picture, students determine which handshape would appropriately be used to represent that object e.g. person = vertical Point handshape, vehicle = Flat handshape |
| * Learning that proper nouns such as names of people, places (e.g. towns, shops) and road names etc. may have a sign name or require fingerspelling * Understanding that some English words do not have a direct Auslan sign translation and thus fingerspelling is used   e.g. W-O-O-D, T-O-O-L. | **Season 5, Episode 2**  ‘Possum meets the neighbour’- Sally introduces Possum to their neighbour Neville using fingerspelling N-E-V-I-L-L-E. Neville explains that people call him Skip which he fingerspells S-K-I-P and then shows his sign name ‘Skip’. Sally explains to Possum the background to Skip’s sign name. | * Discussing how names may be fingerspelt, initial letter or sign name depending on age/era/community etc. * Discuss the occurrence of sign names being bestowed upon an individual by a Deaf person and may be based on a physical characteristic, personality trait, habit, interest or profession etc.   e.g. Students investigate the proper names of peers, family, school, city etc. to identify if there exists sign names or fingerspelling is required   * Students use Auslan to introduce themselves, their family members, their school and their address using known sign names and fingerspelling.   **Game play:**   * Memory - e.g. ‘I went to school and I saw sign name/fingerspelling’. Next person recalls the list and adds to it. * Categories - students provide a sign/fingerspelling for an item within a given category e.g. food, Australian animals etc |
| * Noticing that Auslan has more flexibility in word order than English. |  | * View and record a variety of native Auslan signers (adults and peers) translating a written English sentence (simple and a complex sentence) into Auslan. Students compare and contrast the sign order of each sample noticing the flexibility of sign order. |
| * Categorising noun signs into those for people, animals, places or things. |  | * Given a list of words, pictures or photographs of noun signs, students categorise them into those for people, animals, places or things. |
| * Knowing that adjectives describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD). |  | * Students interact with concrete items or pictures and describe them using adjectives   size e.g. BIG or SMALL, BIG CARROT or SMALL CARROT  texture e.g. SOFT or ROUGH, THIS CARROT SOFT or THIS CARROT ROUGH  smell e.g. SMELLY or NICE  taste e.g. DELICIOUS, SWEET or BLAND.  **Game play:**   * Feely bags to describe texture * What am I? - students choose an object and examine and identify its properties e.g. size, shape, texture, colour, smell and sound. They present the description to the class using Auslan for peers to identify it. * Mystery object - a student chooses an object, picture or writes down a word on a piece of paper (stationery item, clothing, sports equipment, animal, food, shape etc.) and puts it in a bag. Classmates have to ask questions to identify the object   e.g. br+htf   * + Auslan: BIG   + English: Is it big? |
| * Identifying verb signs (SIT, EAT, FEEL, WONDER, HAVE) and recognising that they are central to a clause * Understanding that a clause is one or more signs expressing a single idea and that a clause has at least one verb, but often one or more nouns as well, for example,   Auslan: CALL-him  English: ‘I called him’  Auslan: BIG MONSTER SCREAM  English: ‘A big monster screamed’. |  | * Given a concrete object or picture, students identify the related verb and present in a phrase e.g. br   Auslan: PEN WHAT WRITE  English: A pen is for writing. |
| * Recognising that texts are made up of one or more clauses which together make meaning * Recognising that different signed texts serve different purposes, and discussing and comparing these purposes (for example, the text genre procedure is to explain how, a narrative is to narrate, tell or entertain * Noticing differences in facial expressions of a signer when presenting different types of text, for example a procedure versus a narrative. |  | * Students view a variety of signed texts and discuss and compare the purposes, the language used and the differences in facial expressions of a signer when presenting different types of Auslan text. |

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| **UNDERSTANDING** | | | |
| **LANGUAGE VARIATION AND CHANGE** | | | |
| * Understanding that there are two main Auslan dialects:   southern dialect - Victoria  - South Australia  - Western Australia  - Northern Territory  - Tasmania  northern dialect - Queensland  - New South Wales  - Australian Capital Territory.   * Dialects result in a variation for some signs e.g. colours red, green, yellow and blue and some numbers e.g. 10,11, 12, similar to variations in English e.g. togs (QLD) Vs bathers (VIC, Tas, WA, SA) Vs swimmers or cossies in NSW. | **Season 2, Episode 3**  ‘The rainbow’ – Possum and Sally use different dialects for the colours yellow and red.  **Season 5, Episode 3**  ‘Possum learns to fold’- Possum and Sally use the varying dialect signs for all of the colours | | * Identify instances in Sally and Possum episodes when varying dialects are used e.g. colours * Photograph children signing northern and southern dialect variations e.g. colours * Make flash cards of the dialect photographs and use during game play * Using a map of Australia, place the dialect flash cards onto the corresponding area of use.   **Games:**   * ‘I spy with my little eye something that is “colour”: students locate an item of that colour * Simon ‘signs’ - students follow directions if they are wearing the identified signed colour. |
| * Recognising that Auslan borrows from other languages just as English does, and collecting words and signs used in their everyday lives that come from different signed and spoken languages. |  | | * Discuss with students the influence of other languages on English and Auslan e.g. * English use of the word croissant is derived from French etc. * Some Auslan signs are derived from other signed languages such as initialised signs based on one-handed fingerspelling of a) Irish Sign Language (ISL) fingerspelt G=garden b) America Sign Language (ASL) fingerspelt L= language * Cultural, community and family influences can result in sign language variations e.g. Indigenous sign languages, home signs etc. |
| * Noticing that words such as proper nouns for names of people, places or schools are borrowed from English by fingerspelling and mouthing, but some also have sign names. |  | | * Fingerspelling, pointing and use of referents for proper nouns (names of people and places) and words that do not have a direct translation in Auslan. |
| * The variation in ‘handedness’ between signers in relation to signs and fingerspelling. Right handers use their right hand as their dominant hand and left hand as their subordinate hand while left handers use the opposite. |  | | * Viewing signed texts of left and right handed native signers * Identifying peers who are left and right handed and observing which is their dominant and subordinate hand. |

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| **UNDERSTANDING** | | |
| **LANGUAGE AWARENESS** | | |
| * Identifying the many and varied languages used by their classmates and their families. * Awareness that there are many different signed languages used in Australia and around the world e.g. Indigenous sign languages, American Sign Language (ASL), British Sign Language (BSL) etc. * Recognising that Auslan is a legitimate language, different from mime and gesture with its own grammatical structure. |  | * Survey class peers and adults on the spoken and signed languages used by them and their families * For one word/concept learn the spoken and signed translation of each of the languages used by the class. |
| **Season 3, Episode 4**  ‘Kangaroos in the back paddock’- Possum describes the features and movements of an ‘unknown’ animal (kangaroo). | * Learn the Auslan signs and the Indigenous signs for the Australian animals. |
|  | * Discussing the use of Auslan (Australian Sign Language) by Deaf people, their families, their community and the Deaf community of Australia. |
| **TEACHING AND LEARNING OPPORTUNITIES**  **THE FOLLOWING ELABORATES ON THE CONTENT DESCRIPTIONS OF THE AUSTRALIAN CURRICULUM - AUSLAN LANGUAGE TO GUIDE TEACHING AND LEARNING OPPORTUNITIES** | **SALLY AND POSSUM EPISODE**  **\*where content specific** | **LANGUAGE ACTIVITY SUGGESTIONS**  **\*Please use in conjunction with the episode summaries to make sure the learning outcomes are age appropriate** |
| **UNDERSTANDING** | | |
| **ROLE OF LANGUAGE AND CULTURE** | | |
| * Recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own. |  | * Discussing and comparing the language, cultural practices, beliefs, values, traditions, histories, communities and social norms etc. of peers and their families * Deaf community/culture comprising of particular beliefs, values, traditions, history, social norms etc. * Influences of culture and ethnicity on sign language and its use e.g. Aboriginal and Torres Strait Islander etc. |
| * Appreciating that culture and cultural difference means that people may value different things or live differently, and noticing observable examples of such difference, such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs). |  |
| * Recognising the importance of language, community and culture in relation to their own lives and in relation to other language groups and their communities. |  |
| * Exploring how deaf people live in ways that may be different from how hearing people live, for example by responding to stimulus questions such as “How do deaf people ensure they can always see other people who are signing?” “How do deaf people watch movies or television programs?” | **Season 2, Episode 9**  ‘The great water mystery’ – Sally has a glass kettle so she has visual access to see when the water has boiled (whistles etc.)  **Season 3, Episode 4**  ‘Kangaroos in the back paddock’ - Sally has a conversation with Possum while he is at the top of his tree.  **Season 3, Episode 5**  ‘Possum’s classroom’- use of interpreter in the classroom  **Season 4, Episode 9**  ‘Police officer Possum’  Sally is not aware the police are knocking on her door until they ring the doorbell which activates the flashing lights to alert her someone is at the door  When the police visit the school there is an Auslan interpreter to interpret the information  When Sally communicates with the police officers she states she is Deaf, requests to write to communicate and uses gestures  Sally has a TTY on her kitchen bench that Possum presses as he investigates the scene.  Sally requests a pen and paper to use written English to communicate with the police officers  Use of flashing lights on the Police car are used to visually convey the emergency services presence  **Season 4, Episode 3**  ‘Crossing the road’- Unable to hear the whistle, Sally and Possum wait and watch the traffic guard Jay to signal by gesturing “come” before Sally and Possum cross the pedestrian crossing  **Season 4, Episode 15**  ‘The big show’- Sally relays she had been to the theatre which had an interpreter  **Season 5, Episode 4**  ‘The right tool for the job’- Skip has two windows which provides a visual access to see who is coming and going and enables him to communicate with those on the other side of the window  **Season 5, Episode 8**  ‘The great train trip’- Skip’s doorbell activates a flashing light to alert him there is someone at the door  **Season 5, Episode 5**  ‘Possum skips breakfast’- Sally is alerted there is someone at the door when the flashing light is activated and she is able to see Possum’s shadow through her ripple glass door.  **Season 5, Episode 14**  ‘Sally and Possum write a book’- Skip is able to communicate with Possum in his tree top from his Crow’s nest.  **Season 6, Episode 14**  ‘The marble run’- Skip flashes a light from his crow’s nest to signal to Possum in his tree top that it is time to come over as the ‘marble run’ is completed  **Season 6, Episode 12**  ‘The clock’- Possum waves “Hello” and ‘Bye’ to Skip through the glass window | * Exploring how hearing people, Deaf/deaf and hard of hearing people live in ways that may be different such as the adaptations and supports in the:  1. Home 2. School 3. Community 4. Workplace 5. Emergency services  * Examples of adaptations and supports: * face to face interpreting   + National Relay Service (NRS):   - SMS relay, speech⭤ text (telephone)  - Video Relay Service (VRS), speech⭤ Auslan(smartphone/tablet/computer)   * + Video Remote Interpreting (VRI) speech⭤ Auslan (smartphone/tablet/computer) * TTY (teletypewriter) * face to face technology e.g. video calling * TV captioning, subtitles * written communication * visuals * flashing lights - door bell, emergency alarms (i.e. smoke alarm, lock down alarm) mobile phone * use of glass surfaces to aid visual access e.g. glass doors to see who is at the door * vibration devices - mobile phone, alarm clock, baby monitor alarm, pager etc. * hearing dog * neutral space between signers to allow visual access to the signing space - hands, face, head to chest areas * signing over distance e.g. from Possum’s tree to Sally’s door * common meeting place e.g. Deaf families usually gather in the kitchen because of good lighting, open plan, round table etc.   **Discussion:**   * Venn diagram of similarities and differences between a hearing family’s house and a Deaf family’s house e.g. knocking on the door Vs flashing light doorbell, auditory alarm Vs vibrating alarm clock.   **Role play:**   * Differences in gaining attention of hearing peers compared to Deaf/deaf and hard of hearing peers * Communicating with a Deaf person e.g. gestures, showing/modelling, written English * Experiment with communicating using sign language over distance. |

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| **Auslan Vocabulary Information** | For further information on Auslan vocabulary see:  Johnston, T. (1998) *Signs of Australia: A new dictionary of Auslan (the sign language of the Australian Deaf Community).*  [Auslan signbank](http://www.auslan.org.au/) <http://www.auslan.org.au/>  **Glossing** refers to the practice of transcribing signs using spoken language translations of signs, using capital letters, together with special symbols, to represent the use of space and facial expression. When a word is fingerspelt, it is glossed by using a capital letter and a hyphen between each letter e.g. S-A-L-L-Y. Some examples of the symbols used are: PT=point; PRO-1=first person pronoun e.g. *I, me*; PRO-2=second person pronoun e.g. *you*; POSS-1=first person possessive pronoun e.g. *my*, *mine*; POSS-2=second person possessive pronoun e.g. *your*. For the purpose of this document *Auslan:* and/or *A:* is used to identify the transcription of signs and *English:* and/or *E:* is used when identifying the spoken language translation.  **Parameters of sign production** refers to how signs are constructed and can be analysed in terms of: Handshape, Orientation (the direction in which the palm(s) and the hand(s) are pointing, Location (point of actual contact or simply the point near to which a sign is made), Movement (of the hand(s) through space e.g. toward, away from, straight line, arc, twist, repeated, stressed, speed etc.) and Non-manual features (Expression) (see below). These may sometimes be referred to as the acronym HOLME.  **Non-manual features (NMF)** refer to the articulation in signed languages including movements of the eyes, head and body, various kinds of facial expression, mouthing and mouth gestures. Abbreviations are used when glossing to indicate which NMF is being used, with the following being some of the examples used in this document**: br=brow raised, bf=furrowed brow, pc=puffed cheeks, htf=head tilted forward, htb=head tilted back.**  **Depicting signs (DS)** are signs that help to describe the characteristics of something to illustrate concepts such as size and shape specifiers (SASS), handling, entity, movement and intensification. |